

COPY



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2 COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. Applications **cannot** be emailed. Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization Ferris ISD CDN 070905 Vendor ID 756001419 ESC 10 DUNS 100074798

Address 301 E. 5th Street City Ferris ZIP 75125 Phone 972-544-3858

Primary Contact Dr. Melinda Domain Email mddomain@ferrisisd.org Phone 972-544-3858

Secondary Contact Kendra Gajdica Email kgajdica@ferrisisd.org Phone 972-544-3858

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name James Hartman Title Superintendent

Email jhartman01@ferrisisd.org Phone 972-544-3858

Signature James Hartman Digitally signed by James Hartman Date: 2018.11.09 12:34:04 -06'00' Date 11/09/2018

Grant Writer Name Dr. Melinda Domain Signature Melinda Domain Digitally signed by Melinda Domain Date: 2018.11.09 08:21:55 -06'00' Date 11/09/2018

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA # 701-18-106 SAS # 277-19

2019-2021 Grown Your Own Grant Program, Cycle 2

701-18-106-041

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Our proximity to several higher-paying larger districts (ie. Waxahachie ISD, Red Oak ISD, Dallas ISD) makes recruiting and retention difficult. FISD gets very few qualified applicants for all positions, particularly Bilingual, ESL, and secondary ELA.	We plan to utilize funds from the GYO grant to support district employees who are invested in the school and community and who are pursuing teacher certification in Bilingual Education, ESL, or secondary ELA with ESL to complete their degree and certification requirements.
FISD lacks a teacher with a master's degree who is qualified to teach dual credit education courses to Ferris High School students.	Use grant funds to provide a stipend to Education & Training teachers, which they may choose to apply toward completion of an M.Ed., which will cause increased student interest in the pathway and better prepare aspiring educators for college courses by providing dual credit Educ. & Training courses in the future.
FISD needs to recruit and retain highly-qualified teachers whose diversity better reflects the demographics of the student population of Ferris ISD.	Leverage the GYO program as well as the Education and Training pathway to encourage students and paraprofessionals from specific populations to become certified educators in bilingual education (BE), ESL, or secondary ELA with ESL.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The goal of this grant application is to receive funds that will have a two-fold benefit for Ferris ISD:

1. FHS students who show high potential for completing teacher certification in a specified field will complete the Education & Training pathway & gain experience and dual credit hours toward TX Educational Aide certification so they can be hired as paraprofessionals and continue into Pathway 2 of the GYOT program upon graduation from FHS.
2. 8 high potential paraprofessionals will earn bachelor's degree & teacher certification in specified fields so they can be hired to teach in Ferris ISD beginning with the 2021-2022 school year.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Pathway 1: (A) 75% of students on the Educ. & Training pathway in 2018-19 will continue in the pathway. (B) FHS TAFE chapter will be established & recruiting of members for Fall 2019 will have begun.

Pathway 2: (A) Selected paras will have completed or be enrolled in 15 or more hours from a specific bachelor's degree plan that includes a specified teacher certification and will maintain a 2.75 GPA. (B) 100% of GYOT participants will have successfully completed one quarterly meeting with GYOT committee & necessary adjustments to district-provided supports will have been made. (C) GYOT applications will have been opened to FHS sophomores in the Educ. & Training pathway and admission decisions will have been announced to facilitate student and staff planning for 2019-2020.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Pathway 1: (A) 100% of students enrolled in the Education and Training pathway will be members of TAFE & will begin preparing to enter TAFE competitions during the spring semester. (B) Both teachers will have attended the FCSTAT conference & one will have attended a TAFE leadership workshop. (C) CTE Coordinator & Director of Secondary Learning will have begun discussions with Navarro College to add Educ. & Training courses to our existing dual credit MOU.

Pathway 2: (A) Selected paraprofessionals will have completed 15 or more hours & will be enrolled in another 15 or more hours from their previously approved degree plan & will maintain a minimum 2.75 GPA & will have successfully completed two quarterly meetings with GYOT committee. (B) FHS students who were accepted to the GYOT program will have successfully completed their first semester of Education & Training courses for the 2019-2020 school year.

Third-Quarter Benchmark

Pathway 1: (A) Students will be entered in competitions at the TAFE spring conference & will attend conference with teacher. (B) TAFE members will market Educ. & Training pathway to 8th graders to recruit students & increase pathway enrollment & TAFE chapter membership.

Pathway 2: (A) Selected paraprofessionals will have completed 30 or more hours & will be enrolled in another 15 or more hours from their degree plan and will maintain a minimum GPA of 2.75. (B) FHS students who were accepted to the GYOT program will have successfully completed their second semester of Education & Training courses for 2019-2020.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

FISD will create a committee consisting of program teacher, high school administrator, high school counselor, program student, CTE Coordinator, FISD Directors of Learning, Asst Supt, Deputy Supt, & a parent. The committee will meet quarterly for the duration of the program & yearly thereafter to review program data. After analyzing program data the committee will determine necessary changes to increase success rate of the program. For example, the Ferris High School master schedule could be modified to create increase enrollment and/or allow for alignment with elementary schedules to improve practicum learning.

The following data will be considered in determining program success: (A) Student enrollment in Educ. & Training pathway, (B) TAFE membership, (C) college acceptance & enrollment in teacher cert. programs, (D) number of students who are enrolled in dual credit courses beginning Fall 2021, (E) evaluation & feedback from field-site teachers for students enrolled in Instructional Practices & Practicum courses, (F) evaluation & feedback from Education & Training teacher.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
 - ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
 - ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Ferris ISD has already taken preliminary steps to implement a Grow Your Own program. In April 2013, a student interest survey was conducted to determine future CTE program needs. Over 100 FISD students expressed interest in careers in education, and the decision was made to implement the Education and Training pathway at Ferris High School. In 2013-2014, Principles of Education and Training was offered for the first time, and three students enrolled. Because we did not offer any additional courses in the Education and Training pathway, enrollment was very low for the first three years. In 2016-2017, we were able to add the Human Growth & Development course to the pathway, and enrollment in both the Principles of Education course and Human Growth and Development has increased each year since. There are currently 23 students enrolled in the Principles course, along with 24 students in Human Growth and Development. Additionally, we have four students enrolled in Instructional Practices, and one student who is completing the Practicum course in this pathway this year. We have seen a steady increase in enrollment in the program as we have added more advanced courses to the pathway, and we expect to see this trend continue, especially if one of our Education and Training teachers is able to obtain an M.Ed. so we can offer the advanced courses as dual credit and entice more academically driven students to remain in the program.

We currently have two teachers who teach courses from the Education and Training pathway. One of these teachers has expressed interest in obtaining an M.Ed. and teaching dual credit courses, and plans to use awarded stipend funds toward tuition and fees for her degree. Both teachers have been employed with FISD as Family & Consumer Science teachers since 2008, and they continue to be an asset to our FHS staff. Both have a proven track record of building positive relationships with students, holding students accountable in positive ways, and following state and local policies and procedures. Both teachers have co-sponsored the FHS chapter of Family, Career, and Community Leaders of America (FCCLA) the entire time they have been employed at Ferris High School, and they are eager to establish and lead a TAFE chapter at FHS. Both teachers consistently receive high scores on annual appraisals, with their most recent T-TESS evaluations placing both teachers in the "Proficient" category or higher. Furthermore, both teachers come highly recommended for this opportunity by the high school principal and the FISD CTE Coordinator. All of these things add up to two highly skilled teachers who are dedicated to our district and community, who will, therefore, remain with the district and continue to grow the Education and Training program for many years to come. This will, in turn, improve the quality of Ferris ISD teaching staff and thereby allow us to provide increasingly high-quality instruction to our students, which will directly impact student achievement at all grade levels. The participating teachers will engage in a Memorandum of Understanding (MOU) with Ferris ISD to continue teaching in the program at Ferris High School at least through the 2020-21 school year.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

To encourage pursuit of bachelor's degree & teaching certification among community-invested paraprofessionals who are likely to remain in the district, we will recruit current paras to apply & participate in GYOT. Paraprofessional staff closely mirrors the diversity of our student population, & tapping into this applicant pool aligns with goals of increasing staff diversity & eliminating the need for Bilingual Exception by 2021. Currently employed paras who are pursuing a degree & teacher certification in BE, ESL, or secondary ELA with ESL will apply to the GYOT program. A GYOT committee, consisting of the Deputy Supt, Asst Supt, Directors of Learning, & an FISD Learning Specialist will review applications & score them with a locally created rubric to determine candidates' dedication to FISD, attendance, work ethic, community involvement, & potential to complete program requirements successfully. The top 8 candidates will be admitted to the program and assigned a mentor teacher.

GYOT participants will submit a degree plan indicating completion of graduation & certification requirements within 2 years, & each participant will sign an MOU to teach for Ferris ISD for a minimum of 4 years after graduation & certification. Participants will meet quarterly with GYOT committee to review program progress. Participants will provide updated college transcripts & documentation of good standing with the educator prep program, & they will complete a self-reflection form to serve as a framework for meeting discussions. The mentor teacher & principal of participant's school will also complete feedback forms. Participants will attend district-provided training & PD related to research-based approaches to relevant topics such as differentiation, supporting English Learners, classroom management, & building positive relationships with students & families. Semi-annual workshops will provide opportunities to learn from & interact with district administrators, learning specialists, & master teachers from high-needs fields such as BE, ESL, & secondary ELA. Participants will be observed by an FISD Learning Specialist once per semester. Within 10 school days of observation, a one-on-one coaching session will be held to provide feedback & discuss ways in which the district can support the participant through the remainder of the program. Reasonably flexible working hours will be made available to participants as needed. Upon successful completion of the program and receipt of TX teacher cert, participants will be employed as teachers in FISD.

By allowing FHS students to gain experience working with students and/or sufficient dual credit hours by the time they graduate, they will qualify for TX Educational Aide certification. They will then be employed as paras with FISD in the school year immediately following graduation from FHS. Employment with the district as a para will allow participants to receive career-related work experience & will provide flexible work hours necessary to continue their post-secondary education.

Beginning in 2019-2020, interested FHS sophomores will apply to the GYOT program which will run concurrently with Educ. & Training classes. Students accepted into the program will have 100% of dual credit tuition paid by FISD. The Educ. & Training teacher & the FISD CTE Coordinator will meet quarterly with participants to review progress, provide additional feedback, & allow students opportunities to request additional support. Participants will complete a self-reflection & evaluation form to serve as a framework for meeting discussions. TAFE membership and competition participation will be required of all participants, as will attendance at annual workshops for GYOT participants. Upon completion of the final pathway course & graduation from FHS, students who have completed all program requirements will be employed by the district as paras, and the supt will approve their experience toward receiving Educational Aide certification.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	0	X \$11,000 =	0
Number of teachers who are teaching Education and Training courses, but not for dual credit	2	X \$5,500 =	11,000
Number of high schools with existing Education and Training courses in 2018-2019	1	X \$6,000 =	6,000
Number of high schools without existing Education and Training courses in 2018-2019	0	X \$9,000 =	0
Total Request for Pathway 1			17,000

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only	0	X \$5,500 =	0
Number of candidates pursuing both a bachelor's degree and a teacher certification	8	X \$11,000 =	88,000
Request for Pathway 2			88,000
Request for Pathway 1			17,000
Total Combined Request for Pathways 1 & 2			105,000

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Stipends for Education & Training teachers	10,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

TAFE membership and conference/competition fees	1,000

SUPPLIES AND MATERIALS (6300)

Supplies for Instructional Practices and Practicum courses	2,000
Supplies for TAFE chapter	1,000

OTHER OPERATING COSTS (6400)

Travel expenses for TEA Institute	1,000
Travel and lodging expenses for TAFE conferences/competitions	2,000
Tuition for participating paraprofessionals	88,000

Total Direct Costs 105,000

Should match amount of Total Request from page 8 of this application

Indirect Costs 3,738

TOTAL AMOUNT REQUESTED 108,738

Total Direct Costs plus Indirect Costs